

Administrative Unit Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Administrative Unit

Center for Online and Innovative Learning

Submission Year

2019-2020

Academic year you are submitting report. Not necessarily the year that data is being reported on. Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Lloyd Willis

Enter Assessment Coordinator Email

lwillis@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

Unit Goal

Goal

Goal 1

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Improve student success in online courses

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Reduce DFW rate of online courses

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

DFW outcomes at 9% or less

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

DFW outcomes at 11% or less

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

DFW outcomes at 11.2% or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of DFW rates for Fall 2019 and Spring 2020 from the Office of Institutional Research

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

once annually, at the end of the academic year

Data Collected for this Timeframe (Results)

The DFW rate for online courses in Fall 2018 and Spring 2019 was 10%.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

The DFW rate for online courses in Fall 2018 and Spring 2019 was 10%. This number was heavily impacted by several factors: a number of isolated course sections with abnormally high DFW rates skewed the results. The DFW rates of those courses were impacted by unusual circumstances that have been addressed by departmental administrators. The student success rates have also been impacted by factors such as students being placed in online courses without proper training or choice in the delivery method they would receive.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

These resources are being used to guide our continued efforts to ensure that students have choice when it comes to determining which type of content delivery they desire and our efforts to ensure that both students and instructors have been properly trained in online learning methodologies.

Outcome 2

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What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Provide students with tools that will help them gauge their readiness for online learning and mitigate potential barriers to their success.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

90% of students in online courses have completed the SmarterMeasure assessment prior to registering for an online class.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Fewer than 90% of students in online classes have completed the SmarterMeasure assessment prior to registering for an online class.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

No students in online classes have completed the SmarterMeasure assessment prior to registering for an online class.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Comparison of students registered for online classes against the list of students who completed the SmarterMeasure assessment.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

once per academic year

Data Collected for this Timeframe (Results)

SmarterMeasure assessment results and student registration data.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

When Lander University ultimately adopted SmarterMeasure (after our unit goals assessment was completed last year) it was determined that only students who had never taken an online course at Lander would be required to complete the assessment. Because of this, less than 90% of all online students completed the assessment. However, Approximately 97% of students who had never taken an online class at Lander completed the assessment, and the only exceptions were those who registered in circumstances that required exceptions to the rule. Of the students who completed the assessment, we identified all those who scored below proficiency thresholds and provided them with additional advising and monitoring during the semester.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Continued use of the SmarterMeasure assessment. Further faculty and staff training on the use of SmarterMeasure in student advising.

Include estimate of cost.

Explanation of How Resources Will Be Used

SmarterMeasure results will continue to be used to identify students whose SmarterMeasure scores indicate that they may have difficulties learning in online courses and to help students make wise decisions as they consider taking online courses.

Goal Summary

Goal Summary/Comments

Our DFW rate in online courses is somewhat satisfactory but should improve as we implement training programs for students and faculty members and as we improve our procedures for assigning students to online courses during the advisement and registration processes. These steps will ensure that students whose learning styles are poorly suited to online teaching are not placed in classes where they are predisposed to poor performance or withdrawal.

Our SmarterMeasure implementation has been successful, and we will continue to use this tool to improve student success rates.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We will maintain this goal as is and expect to see improved performance over time.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Files (if needed)

Goal 2

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Improve the quality of online classes.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
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Outcomes

Outcome 1

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Provide an online pedagogy training program for faculty members teaching online classes.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

A pedagogy training program is provided for faculty members.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

A pedagogy training program is under development.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

A pedagogy program is neither built nor under development.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Tracking of program development

Frequency of Assessment

Once per academic year

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

The training program was successfully developed, piloted, and implemented. Over 70 faculty members completed the training program.

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The training program was successfully developed, piloted, and implemented. Over 70 faculty members completed the training program. Faculty members were compensated with a \$250 stipend for program completion.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Continued funding for training completion.

Include estimate of cost.

Explanation of How Resources Will Be Used

Faculty will continue to be compensated for completing the program.

Outcome 2

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Faculty members complete the online pedagogy training program

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

All full-time faculty teaching an online class have completed the online pedagogy training program.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Some faculty members teaching an online class have completed the online pedagogy program.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

No faculty members have completed the online pedagogy program.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Tracking of faculty training completion

Frequency of Assessment

Once per academic year

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Data Collected for this Timeframe (Results)

70 faculty members completed the training program

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

70 faculty members completed the training program during 2018-2019, and the program was considered a significant success.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

[Empty box for resources needed to meet/sustain results]

Include estimate of cost.

Explanation of How Resources Will Be Used

[Empty box for explanation of how resources will be used]

Outcome 3

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Provide short, topic-specific Blackboard training to LU faculty at regular intervals throughout the academic year

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Provide three training sessions per semester.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Provide training sessions, but fewer than 3 sessions.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Provide no training sessions.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of training sessions

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

Once per academic year

Data Collected for this Timeframe (Results)

14 training sessions were provided

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

14 training sessions were provided to faculty members. Training sessions were provided face-to-face but simultaneously webcast to individuals who could not attend in person. The sessions were also archived and made available to faculty members who were unable to attend at the scheduled time.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 4

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Train adequate numbers of faculty members in the short, topic-specific Blackboard training sessions.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Deliver each training module to an average of ten faculty members.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Deliver each training module to an average of fewer than ten faculty members.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

No faculty participation in training modules.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of faculty participation.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

Once per academic year

Data Collected for this Timeframe (Results)

Average attendance at training sessions was 3 faculty members.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

Average attendance at training sessions was 3 faculty members. In response to the low participation numbers, we launched a podcast designed as a training tool. The podcast covers similar topics as the training sessions and averages 30 downloads per episode. One episode of the podcast is released every week during the academic year.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

[Empty box for resources]

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 5

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Develop procedures for evaluating instruction in online classes

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Comprehensive procedures and rubrics are established, adopted, and used by course evaluators.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Comprehensive procedures and rubrics are established but not yet implemented.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Comprehensive procedures and rubrics are under development.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Tracking of policy development

Frequency of Assessment

Once per academic year

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Data Collected for this Timeframe (Results)

Comprehensive procedures and rubrics have been established but implementation has not been full achieved

Score (Met=3, Partially Met=2, Not Met=1)

2

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Comprehensive procedures and rubrics have been established but implementation has not been full achieved. Currently, there is no mechanism in place to ensure that all online courses are being adequately reviewed to evaluate their policy compliance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Additional support from academic units to ensure compliance

Include estimate of cost.

Explanation of How Resources Will Be Used

Academic units will need to contribute to the further development of procedures

Goal Summary

Goal Summary/Comments

Our ability to ensure online course quality has improved dramatically over the course of AY 2018-2019. The Faculty Online Learning Handbook, which includes all policies and procedures related to online learning, was unanimously approved by the faculty senate.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Policies related to course observation and evaluation need to continue to be revised so that they transition from suggestions to mandates on key topics. Evaluations of course quality need to continue to be formalized, potentially by adopting Quality Matters or Online Learning Consortium guidelines.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Files (if needed)

Goal 3

Unit Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

Establish an online dual enrollment program

Pillar of Success Supported

- ⊙ High-Demand, Market-Driven Programs
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Outcomes

Outcome 1

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Create an online dual enrollment program

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Provide five or more universally transferable online classes to dual enrollment students.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Provide fewer than five universally transferable courses to dual enrollment students.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Provide no universally transferable courses to dual enrollment students.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of classes available to online dual enrollment students

Frequency of Assessment

Once per academic year

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Data Collected for this Timeframe (Results)

Five online classes were available to online dual enrollment students.

Score (Met=3, Partially Met=2, Not Met=1)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Five online classes were available to online dual enrollment students. Courses included Art 101, ENGL 101, MUSIC101, PSYCH 101, and HIST 112.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

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(alumni, parents, employers, etc.).

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Enroll high school students in online dual enrollment classes.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Enroll twenty or more high school students in dual enrollment classes

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Enroll fewer than twenty high school students in dual enrollment classes.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Enroll no students in dual enrollment courses.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of high school students enrolled in online dual enrollment courses

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

Once per academic year

Data Collected for this Timeframe (Results)

22 students were enrolled in online dual enrollment courses.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

22 students were enrolled in online dual enrollment courses, so we were able to meet this target.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the

past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

We were successful in building a small online dual enrollment program. We have not continued to emphasize our online dual enrollment offerings due to political concerns related to attitudes about online education among members of SC CHE. We will continue to provide online dual enrollment courses to meet student demand.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We will continue to monitor the political situation as related to online education and adjust our promotion of online dual enrollment accordingly.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Files (if needed)

Goal 4

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Create an online adult education program

Pillar of Success Supported

© High-Demand, Market-Driven Programs

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Provide online courses in each general education category

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Online courses provided in each general education category.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Online courses provided in some general education categories.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Online courses provided in no general education categories.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of courses available to adult education students

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

Once per academic year

Data Collected for this Timeframe (Results)

At least one course was offered in each gen ed category.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Lander consistently provides online courses in all general education categories.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

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What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Provide fully-online degrees for students in the online adult education program

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Three or more majors available to this student population.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Two majors available to this student population.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

One major available to this student population.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Analysis of degrees available to adult education students

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved. (ex. satisfaction surveys, productivity data, number of students served).

Frequency of Assessment

Once per academic year

Data Collected for this Timeframe (Results)

Lander's only adult education degree program is RN-BSN.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

Lander's only adult education degree program is RN-BSN. We have not successfully added any online degree programs or made existing programs available to online students. Progress toward this goal was complicated by the creation of plans to expand to the University Center Greenville, but plans are still being made and we expect to have more success on achieving this goal in 2019-2020.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

We need to hire at least two instructional designers to help us provide enough online courses to sustain online degree programs.

Include estimate of cost.

Explanation of How Resources Will Be Used

Instructional designers will work in coordination with the director of the Center for Online and Innovative Learning, our LMS administrators, and faculty members to develop courses in the general education curriculum and within majors to provide fully online degree programs.

Goal Summary

Goal Summary/Comments

While our general education program can be completed exclusively online, it is difficult to do this, and students need more options across the general education categories. We are now developing the Lander University E-Core, which will provide these classes. The E-Core initiative will ensure that we can deliver the general education curriculum on both 16-week and 8-week calendars because 8-week terms are important for the recruitment of adult students.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

This goal should remain as it is, and significant progress should be made during 2019-2020.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Files (if needed)